

Activity Observed

*Denotes 21st Century Skills

Comments

Instruction: ☒ Setting objectives (posted or stated) ☒ We are going to work on "S" and "N".

☒ Facilitating whole group instruction

☒ Facilitating small group instruction

☒ Assisting individual students

☒ Making connections:

☐ 1. Content to self ☐ 2. Content to content ☐ 3. Content to world

☐ Differentiated Instruction

☐ 1. Content: Differentiated Program (AM, AR, DIBELS, SuccessMaker) Differentiated Materials (leveled readers, novels) other ☐ 2. Process: Flexible grouping, co-teaching, stations, other

☐ 3. Product: students complete different products, assignments, other

☒ Assessing * ☒ Formative, ☐ Summative

☐ Monitoring instruction

☐ Providing opportunities for students to ask questions and explain their thinking

☐ Providing feedback

Questioning for:

☐ 1. Remembering

☐ 2. Understanding

☐ 3. Applying

☐ 4. Analyzing

☐ 5. Evaluating

☐ 6. Creating

☐ Providing opportunities for students to reason, make judgments, decisions, find solutions

☐ Providing opportunities for students to access, evaluate, use, and manage information effectively

☐ Providing opportunities for students to manage time, show organization skills, and use habits of mind

Using Technology

Teacher uses technology:

What?

How?

Students uses technology:

What?

How?

Student Engagement Strategies

☐ 10:2 Processing Activity

☐ Classroom Discussion

☐ Cooperative Learning

☐ Podcasting

☐ Other Comments

☒ Student-generated Graphic Organizers

☐ Student Summarizations /Explanations

☐ Students using Technology

☐ Working in Groups

☐ Answer Partners

☐ Brain Breaks

☐ Choral Reading

☒ Choral Response

☐ Thinking Maps

☐ Hands-on Activities

☒ Incorporating Movement

☐ Interactive Games

☐ Partner Reading

☐ Question-Answer Format

☐ Role Playing

☐ Think-Pair-Share

Using Science Senses Poem to discuss upper/lower case letters, sounds, and punctuation.

-use praise to address numbers. Give yourself 5 points on back

-student named "any" for a "n" word. Corrected student by saying it is tricky → take opportunity to write the word and show them (write it out)

-Students were naming words that did not begin with "n" sound but did have "n" in it. Capitalize on that fact. They will need to use it later when trying to figure out larger words.

-Told students that did not have an answer would come back and did go back! 😊 Students know they will have to eventually attempt.

Very apparent you have routines and procedures in place. You have created a nurturing and safe environment for your students! ☺!

Activity Observed **Monitoring meeting**

*Denotes 21st Century Skills

Comments

Instruction:

Setting objectives (posted or stated) **not posted**

Facilitating whole group instruction

Facilitating small group instruction

Assisting individual students

Making connections:

1. Content to self

2. Content to content

3. Content to world

Differentiated Instruction

1. Content: Differentiated Program (AM, AR, DIBELS, SuccessMaker) Differentiated Materials (leveled readers, novels) other

2. Process: Flexible grouping, co-teaching, stations, other

3. Product: students complete different products, assignments, other

Assessing * formative, summative

Monitoring instruction

Providing opportunities for students to ask questions and explain their thinking

Providing feedback

Questioning for:

1. Remembering

2. Understanding

3. Applying

4. Analyzing

5. Evaluating

6. Creating

Providing opportunities for students to reason, make judgments, decisions, find solutions

Providing opportunities for students to access, evaluate, use, and manage information effectively

Providing opportunities for research

Providing opportunities for students to manage time, show organization skills, and use habits of mind

Using Technology

Teacher uses technology:

What?

How?

Students uses technology:

What?

How?

Student Engagement Strategies

10-2 Processing Activity

Classroom Discussion

Cooperative Learning

Podcasting

Other Comments

* Student-generated Graphic Organizers

* Student Summarizations / Explanations

* Students using Technology

* Working in Groups

Answer Partners

Brain Breaks

Choral Reading

Choral Response

Thinking Maps

Hands-on Activities

Incorporating Movement

Interactive Games

Partner Reading

Question-Answer Format

Role Playing

Think-Pair-Share

"Look how different these leaves are." - Take opportunity to allow students to name differences.

- Allow a share time with object that identifies who is sharing 😊
* Work on strategies to get other students not sharing to be attentive. - We have to teach them how to listen.

- What strategies are you using for the few students that are having difficulty following directions? - See me and I can offer some suggestion 😊.
- Love "Share Time" idea - suggest have a system in place to decide who will share each day to avoid the arguing/disappointing they did not get to share.

Do you have assigned seats at carpet?

- Had students identify key components of words/sentences and write board by allowing one to come up and choose.

* This may help with some of the nondevised movement. Thanks for the idea! The visibility of graphic organizers.

trying a lead on the wallpaper 😊